DOCUMENT RESUME

ED 450 657 HE 033 833

TITLE	CRitical Issues Bibliography (CRIB) Sheet: Hispanic Serving Institutions.
INSTITUTION	ERIC Clearinghouse on Higher Education, Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	2001-00-00
NOTE	11p.; For other CRIB Sheets, see HE 033 821 and HE 033 832-836.
AVAILABLE FROM	For full text: http://www.eriche.org.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *College Students; Higher Education; *Hispanic American Students; Institutional Characteristics; *Minority Groups; *Resources; School Holding Power; Spanish Speaking; *Student Recruitment

ABSTRACT

The resources described in this annotated bibliography are selected to help those working at Hispanic serving institutions (institutions with at least a 25% Hispanic student population) and other institutions that serve Hispanic students. The bibliography highlights literature about recruitment and retention of Hispanic students. The resources are grouped into these categories: (1) guidance for college; (2) recruitment and retention; (3) instructional techniques; (4) college experience; and (5) institutional challenges. The bibliography describes 32 resources, all of which are available from the ERIC database. (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 450 657

CRitical Issues Bibliography (CRIB) Sheet:

HISPANIC SERVING INSTITUTIONS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to
improve reproduction quality.
• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

The ERIC Clearinghouse on Higher Education
The George Washington University School of Education
and Human Development
#1 Dupont Circle, Suite 630
Washington, DC 20036
http://www.eriche.org

BEST COPY AVAILABLE

HE032633

What is a CRitical Issues Bibliography (CRIB) Sheet?
A CRIB sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC database, though some CRIB sheets also include selected Internet resources. CRIB sheets are updated twice a year, usually in May and December. The most recent versions of the CRIB sheets can be found on the ERIC Clearinghouse on Higher Education Web site at http://www.eriche.org.

How does one get the full text of ERIC materials cited in a CRIB Sheet?
ERIC references with an ED number are typically research papers and other monographs; the least expensive way to obtain these in full text is by seeking out an ERIC microfiche collection. To locate the ERIC Microfiche Resource Collection nearest you, connect to the Internet URL: http://www.ericae.net/derc.htm. Some commercially produced books cited in the database are not available in full text through ERIC, and may need to be obtained through interlibrary loan, a book retailer, or the publisher. Otherwise, microfiche, paper, and selected electronic copies can be ordered from:

ERIC Document Reproduction Service (EDRS)
DynTel Corporation
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852

Phone: 800-443-ERIC (3742) or 703-440-1400; fax: 703-440-1408; email: service@edrs.com
URL: http://edrs.com
Address purchase orders to the address above. Fax order and delivery service available. Cost: $4.08 for 25 pages.

ERIC References with an EJ number are journal articles. The least expensive way to pursue full text is to consult a library, either to track down the appropriate issue of the originating journal or to try to obtain the article through interlibrary loan. Otherwise, there are three article reproduction services (listed below) that will provide you with a copy for a fee. Please be aware that no article reproduction service carries 100% of ERIC-indexed journal titles. CARL Uncover currently offers the greatest number of journals.

Carl Uncover Document Delivery Service
The UnCover Company
3801 East Florida Avenue, #200
Denver, CO 80210
URL: http://uncweb.carl.org/
Phone: (800) 787-7979; (303) 758-3030
e-mail: sos@carl.org
Cost: Articles $10 plus copyright. Fax surcharge for outside US/Canada.

UMI Information Store
500 Sansome Street
Suite 400
San Francisco, Ca. 94111
Phone: (800) 248-0360; (415) 433-5500
email: orders@infostore.com
Cost: $9.00 base rate for titles in the UMI collection, plus minimum $2.00 copyright fee. $12.00 base rate for titles in the "extended" collection, plus any copyright fee. $ 25 for each page over the first 10 pages. $5.00 for fax service in U.S. and Canada, additional $1.00 per page after first 10. Call for information regarding other services such as rush/overnight delivery.

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Phone: (800) 523-1850 x1536; (215) 386-0100 x1536
email: tga@isinet.com
(Give complete citation, and account info--or your phone number so they can call you for billing instructions.)
Cost: $10.75 for first 10 pages, $2.75 for each next 10

CRitical Issues Bibliography (CRIB) Sheet: Hispanic Serving Institutions

Over the past several decades, Hispanic serving institutions (HSIs), those institutions with at least a 25% Hispanic student population, have gained recognition for their valuable role in graduating Hispanic students from higher education. The development of the Hispanic Association of Colleges and Universities signaled the growing importance and political power of this sector of higher education. Also, a new monthly publication, *Hispanic Outlook*, highlights the opportunities and challenges for Hispanic students, faculty, and administrators. There has also been an increase in federal policy related to HSIs-- there is now a National Bilingual Education Clearinghouse, located at the George Washington University (URL: http://www.ncbe.gwu.edu/), as well as federal legislation supporting HSIs with direct money for facilities, staff and academic programs.

One of the main issues that HSIs and other institutions that serve Hispanic students address is the high attrition or dropout rates among this student population. Their attrition rates are lower than African American and many Asian subpopulations. There has also been concern about admissions barriers, such as standardized tests that may be culturally biased. This bibliography primarily highlights literature about recruitment and retention; there is a strong research base in this area that continues to grow.

Institutions are moving beyond simply bringing Hispanic students into higher education or HSIs and are examining specific instructional techniques or aspects of the college structure or culture that can be modified to enhance Hispanic students' experiences. This leads to the acknowledgement that the institution may have to make significant modifications, which can result in challenges. Many institutions and researchers are beginning to examine ways institutions are struggling to become responsive to meeting the needs of different student populations. It is hoped that the resources listed here will aid those working to create a more diverse and inclusive environment at both HSIs and other institutions that serve Hispanic students.

<u>Guidance for College</u>

ED364624
Mitchell, Robert. (1997, September 15). *The multicultural student's guide to colleges: What every African-American, Asian-American, Hispanic, and Native American applicant needs to know about America's top schools.* New York, NY: Noonday Press, Farrar, Straus, and Giroux.
This guide offers in-depth profiles of most of the country's top schools; it seeks to fill the void left by other college guides by providing information that will allow students of color to make wise and confident college choices.

EJ543068
(1997, April 18). The "best" colleges for Hispanics: The top 100. *Hispanic Outlook in Higher Education, 7*(17), 5-21.

Rankings are given for the 100 colleges and universities with the highest numbers of Hispanic students receiving bachelor's, master's and doctoral degrees, and for the institutions with the highest Hispanic graduation numbers in 28 disciplines. Rankings for Puerto Rican institutions are listed separately.

Recruitment and Retention

ED435510
Gloria, Alberta M. (1999, May). *Comunidad: Promoting the educational persistence and success of Chicana/o college students*. JSRI Occasional Paper No. 48. Latino Studies Series. Michigan State Univ., East Lansing, MI: Julian Samora Research Inst.
At all levels, Chicanos and Chicanas drop out of school at higher rates than any other racial or ethnic group, resulting in under-representation within institutions of higher education. Although all Latino subgroups experience barriers to their education, Chicanos have the lowest rate of college completion (5 percent).

ED427139
(1997, July). *Latino student eligibility and participation in the University of California: YA BASTA!* Report Number Five of the Latino Eligibility Task Force. California Univ., Berkeley. Inst. for the Study of Social Change.
The Latino Eligibility Task Force of the University of California, Berkeley, studied the obstacles confronting the University's Latino students, and sought ways to increase the enrollment of Latino students.

ED410084
Fashola, O. S., Slavin, R. E. (1997, February). *Effective Dropout Prevention and College Attendance Programs for Latino Students*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
This paper reviews research related to effective secondary school programs aimed at preventing dropouts and increasing college enrollment rates for at-risk Latino youth. The review identifies programs that have demonstrated a significant impact on dropout rates, college attendance, school performance, or related outcomes in rigorous evaluations.

ED402409
de Acosta, Martha. (1996). *Characteristics of successful recruitment and retention programs for Latino students*. Research Report #15. Cleveland, OH: Cleveland State Univ., Urban Child Research Center.
Programs aimed at improving the high school graduation rate of Latino students and their college recruitment, retention, and graduation have increased in recent years, but they have seldom been evaluated. To improve the design of such programs, an in-depth analysis was conducted of 15 programs. Need for financial aid was often the only factor addressed by early programs, and making college affordable continues to be an important link to recruitment and retention of low- and middle-income students.

BEST COPY AVAILABLE

EJ506571
Castle, E.M. (1993, Dec). Auditing African-American and Hispanic student attrition and satisfaction in university environments: Can we learn to retain them? *People and Education, 1*(4), 393-413.
This institutional audit examines the interactions between African American and Hispanic students and their host university. Lacking a supportive environment, many minority students quietly fail. Without more active institutional efforts to achieve full social integration of minorities into this university community, the enrollment-nonpersistence cycle will repeat itself.

ED374739
Jaramillo, J.A. (1992). *A multi-methodological evaluation of Hispanic student recruitment and retention effectiveness at the University of Colorado, Boulder. A qualitative study of recruitment and retention by agency*. Report prepared for: (1) course entitled "Seminar in Applied Anthropology," by Professor Friedl Lang; and (2) University Minority Student Recruitment and Retention Agencies. Appendixes 4-7, 10, depicting organizational structure at the university, are illegible.
In order to propose solutions to expressed Hispanic minority student recruitment problems, this study assessed the strengths and weaknesses of several University of Colorado at Boulder Hispanic student recruitment agencies. Data collection involved interviews with nine minority recruiting agency representatives, two retention agency representatives, and a sample of the Hispanic student population.

ED345609
Flores, J.L. (1992, April 24). *Persisting Hispanic American college students: Characteristics that lead to baccalaureate degree completion*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
A study was done to determine whether there were notable differences in the characteristics of Hispanic American students who completed the baccalaureate degree at the University of Oklahoma and Oklahoma State University as compared to Hispanic American students who enrolled, but did not complete the baccalaureate degree. The study examined demographic factors: academic, financial, personal, and familial circumstances; social and performance factors: social and academic integration, high school achievement records, ACT scores, and overall college grade point averages; and bicultural orientation.

ED328623
Pennock-Roman, M. (1990). *Test validity and language background: A study of Hispanic American students at six universities*. New York, NY: The College Board.
Six American universities were studied to assess the predictive validity of Scholastic Aptitude Test (SAT) scores and other admissions data and of student language background relative to college grades for Hispanic students.

EJ414435
Bennett, C., Okinaka, A. M. (1990, March). Factors related to persistence among Asian, Black, Hispanic, and White undergraduates at a predominantly White university: Comparison between first and fourth year cohorts. *Urban Review, 22*(1), 33-60.
A study of undergraduate attrition at Indiana University reveals that Whites and Hispanics who complete college are more satisfied and less alienated than Blacks and Asians who graduate. This may be due to the negative quality of campus life for Blacks and Asians.

EJ395571
Rendon, L. I., Nora, A. (1989, Summer). A synthesis and application of research on Hispanic students in community colleges. *Community College Review, 17(1)* , 17-24.
Reviews recent research on retention and achievement among Hispanic community college students, focusing on influences on persistence, transfer rates, and financial aid. Identifies needs for additional research, curricular reforms, and retention programs stressing counseling and advisement to promote the development of clear, concrete, and realistic goals.

Instructional Techniques

ED423533
Fredericksen, E. (1998, April). *Minority students and the learning community experience: A cluster experiment.* Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Chicago, IL.
The University of Texas at El Paso (UTEP) produces more Hispanic graduates who seek doctoral degrees than any other university in the country. These students, however, still belong to that group of minorities who traditionally have done poorly in college, particularly in science, engineering, and mathematics. To remedy this situation, UTEP has instituted a collaborative learning program.

EJ538642
Walters, E. (1996, Dec). Embracing the spirit of multiculturalism in higher education as a means of Black and Hispanic student retention. *Equity & Excellence in Education, 29*(3), 43-47.
Explores ways of embracing a multicultural spirit to assist college administrators in their efforts to enhance Black and Hispanic student retention. Multiculturalism must be seen as central to the purpose of education and not as a diversion from mainstream processes. Commitment must be demonstrated through a clear conceptual framework.

ED319421
Mercado, O., And Others. (1988, April). *Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges.* Sacramento, CA: California Community Colleges.
The Chancellor's Office of the California Community Colleges prepared this report in response to the growing concern over the significant underrepresentation,

underpreparation, and enrollment decline of minority students. It identifies community college instructional programs designed specifically for Blacks and Hispanics.

College Experience

ED435337
Carol P., Witthuhn, B. O., Riggins, D. L., Carson, J. (1997, November). *Connecting the parts: A Hispanic/Latino reality for achieving more timely degree completion.* JSRI Working Paper No. 34. Michigan State Univ., East Lansing, MI: Julian Samora Research Inst.
This paper examines some of the major problems and barriers faced by Hispanic/ Latino youth who, despite high college enrollment rates, do not complete the four-year degree. An examination of five entering classes of Illinois college students found that only 30.2 percent of Hispanic students had completed their degrees at the end of four years; 33.8 percent were still enrolled in college, and 36 percent had dropped out.

EJ571319
Gloria, A.M. (1997, November). Chicana academic persistence: Creating a university-based community. *Education and Urban Society, 30,* 1, 107-21.
Examines the importance of a university-based community and perceived social support of family and friends in facilitating the persistence in higher education of Latina students and Chicanas. Factors that facilitate academic persistence are discussed.

EJ573163
Torres, V., Phelps, R. E. (1997, Fall). Hispanic American acculturation and ethnic identity: A bi-cultural model. *College Student Affairs Journal, 17*(1), 53-68.
Attempts to validate a model of bicultural orientation for Hispanic college students. Results support a bicultural orientation model, using acculturation and ethnic identity as constructs. Implications for student affair professions are discussed, along with suggestions for future research.

ED417922
Padilla, F.M. (1997). *The struggle of Latino/a university students: In search of a liberating education.* New York, NY: Routledge
This book is based on a three-year ethnographic study of college students in a Latino Studies course. It book tells the story of how the students navigated their academic life in a predominantly White university and constructed their own education. Drawing on the principles of critical pedagogy, the course, "Sociology of Latino/a Culture and Identity," sought to foster a critical perspective on learning and an understanding of the importance of education as a practice of freedom.

ED408139
Darder, A., and others(Eds.). (1997). *Latinos and Education: A Critical Reader*. New York, NY: Routledge.
Latinos are among the nation's most educationally disadvantaged and economically disenfranchised groups. Addressing this reality within the context of a rapidly changing economy and society, this book links educational practice and the structural dimensions that shape institutional life.

EJ560204
Hurtado, S., Carter, D. F. (1997, October). Effects of college transition and perceptions of the campus racial climate on Latino students' sense of belonging. *Sociology of Education, 70*(4), 324-45.
Examines the extent to which Latino students' background characteristics and college experiences in the first and second years contribute to their sense of belonging in the third year. Identifies several experiences as having a positive effect on first year students and notes the negative effect of a hostile racial climate.

EJ548704
Rendon, L. I. (1996, Nov-Dec). Life on the border. *About Campus, 1*(5), 14-20.
Using personal experience combined with research, describes the lives of first-generation college students who are entering a new country. Lists ways in which colleges can do a better job of reaching out to these students. Gives a profile of a nontraditional student and portrays the hardships these students encounter.

EJ444151
Steward, R. J., and others. (1992, March). Alienation and interactional style: A study of successful Anglo, Asian, and Hispanic university students. *Journal of College Student Development, 33*(2), 149-56.
Examined interactional style and expressed feelings of alienation among successful Anglo, Asian, and Hispanic college students (n=93) within a predominantly Anglo university setting. Findings indicated successful students had similar interactional styles; affection toward whites contributed significantly to alienation for Hispanic students. Findings suggest the minority experience on a predominantly Anglo campus is not the same for all successful students.

ED318361
Fuertes, J., and others. (1989). *A needs assessment of Hispanic students at a predominantly White university*. Research Report #21-89. College Park, MD: Maryland Univ., Counseling Center.
A self-report survey was mailed to 150 Hispanic students attending the University of Maryland (College Park) to assess the extent to which Hispanics become involved in activities and ethnic organizations, feel that they have special needs at the University, and identify with the University and the minority student office on campus.

Institutional Challenges

ED437444
Carnevale, A.P. (1999). *Education = Success: Empowering Hispanic Youth and Adults*. Princeton, NJ: Educational Testing Service; San Antonio, TX: Hispanic Association of Colleges and Universities.
This report discusses the education and empowerment of Hispanic Americans, stressing the importance of expanding access to educational opportunity from preschool through graduate and professional school. The report focuses on closing the educational and opportunity gaps faced by Hispanics in the United States.

ED427129
Fisher, M. (1998, October). *Latino education: Status and prospects. State of Hispanic America 1998*. Washington, DC: National Council of La Raza.
This report is divided into a series of "snapshots" that form a "portrait" of the status of Hispanics in the U.S. educational system. The disparity in education for Hispanic children begins at an early age, and Hispanic students who have fallen behind by middle school or high school tend to leave school before high school graduation. Some enter the work force with little preparation, while others become discouraged and chronically unemployed.

EJ568880.
Benitez, M. (1998, Summer). Hispanic-serving institutions: Challenges and opportunities. *New Directions for Higher Education, 26*(2), 57-68.
Reviews criteria used to define Hispanic-serving institutions (HSIs) in the United States and presents other distinguishing characteristics, such as students' Hispanic origins, geographic distribution, academic offerings, and financing patterns. Present status and educational needs of the growing Hispanic population are examined to discern how effective HSIs are in addressing those needs. Congressional appropriations are compared.

EJ568876
O'Brien, E. M., Zudak, C. (1998, Summer). Minority-serving institutions: An overview. *New Directions for Higher Education, 26*(2), 5-15.
The characteristics of U.S. colleges and universities with high proportions of minority group students (historically Black colleges and universities, tribal colleges, and Hispanic-serving institutions) are examined, the distinctive needs and circumstances of their student populations are discussed, and the unique barriers faced by each group in pursuing higher education are noted. Outlooks for the future are explored.

ED418669
Serafin, Ana Gil. (1998, April). *Outreach to future Hispanic educational leaders*. Paper presented at the National Student Success Conference, Kansas City, MO.
This paper discusses issues related to the recruitment of Hispanic-American

educational leaders, focusing on the El Centro de Recursos Educativos outreach center at Northeastern Illinois University in Chicago, which began operation in Fall 1997. It examines the characteristics of successful programs for Hispanic recruitment and retention and the demographics of the Hispanic student population.

EJ516472
Baltimore, L.O. (1995, Fall). Collaboratives: Helping Hispanic students succeed. *Thought & Action, 11*(2), 67-84.
Hispanic Americans face numerous barriers to educational opportunities, particularly in higher education. Cooperation and integration of services and interventions at various life stages and levels of education bridge the gap between the skills of many secondary school graduates and those needed to succeed in college. Such collaborative programs, which often target minority groups, may include businesses, schools, and colleges.

ED365206
Aguirre, A., Jr., Martinez, R. O. (1994, January). *Chicanos in higher education: Issues and dilemmas for the 21st century. ERIC Digest*. Washington, DC: ERIC Clearinghouse on Higher Education.
This addresses Chicano participation in higher education to date and issues related to increased participation in the 21st century. The report cites low academic achievement as a contributor to Chicano social and cultural isolation. The very slow improvement for Chicanos in higher education is due in part to the small numbers of Chicano students pursuing postsecondary education.

EJ395684
Haro, R.P. (1989). Hispanics and California public universities: Challenges and opportunities. *The Hispanic Journal of Education, Commentary and Reviews, 2*(2), 7-10.
Summarizes reports on the status of Hispanics at California State University and the University of California. Discusses California's rapidly growing young Hispanic population; Hispanic student access, enrollment, persistence, and graduation; and the hiring, retention, and promotion of Hispanic faculty and administrators.